



SRAETTA

Sexual Risk Avoidance Education
Training and Technical Assistance

Series Four: Continuous Quality Improvement

Recruiting and Retaining Youth in SRAE Programs

Public Strategies

August 18, 2021



ADMINISTRATION FOR
CHILDREN & FAMILIES

FYSB Family & Youth
Services Bureau

Welcome

Moderator

Tracey Pike, Executive Director, Ascend

Panelists

Nanci Coppola, D.P.M., M.S., Public Strategies

Cliff Baskerville SRAS, VP Choosing the Best Publishing

Jennifer Todd, R.N., Esq., University of Texas Health Science Center at San Antonio - UT Teen Health

Nanci Coppola, D.P.M., M.S.

Public Strategies

Nanci Coppola, D.P.M., M.S., is a Senior Project Manager at Public Strategies. She previously served as Senior Legislative and Policy Advisor at the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Health, Office of Population Affairs, where she worked on projects related to Adolescent Pregnancy Prevention and the Success Sequence. She also served as CEO of Program Reach, a nonprofit organization that provided SRAE programs in New York City. She is the author of six youth development curricula.



Cliff Baskerville

Choosing the Best Publishing

Cliff Baskerville is Vice President of the Southeast Region at Choosing the Best Publishing. Cliff has worked with thousands of teachers and teens throughout the country, conducting teacher trainings, school assemblies, peer retreats, and relationship trainings. Cliff has seen the immediate positive impact that teaching sexual risk avoidance and character education can make in the lives of teens.



Jennifer Todd

UT Health San Antonio, UT Teen Health

Jennifer Todd, a registered nurse and attorney, is the Program Manager at UT Teen Health. She has provided oversight for 15 grants over the past 10 years that focused on Teen Pregnancy Prevention initiatives. She serves as the primary link between program components and community partners/schools and clinics, promoting community mobilization and educating program stakeholders in non-legislative policy. She has created various trainings programs and co-authored a curricula designed for teens.



Objectives

At the end of this webinar, participants will be able to:

1. Understand how CQI can help to improve implementation of recruitment and retention strategies
2. Understand how to identify and analyze strengths and areas for improvement in recruitment and retention of youth participants
3. Identify additional CQI tools

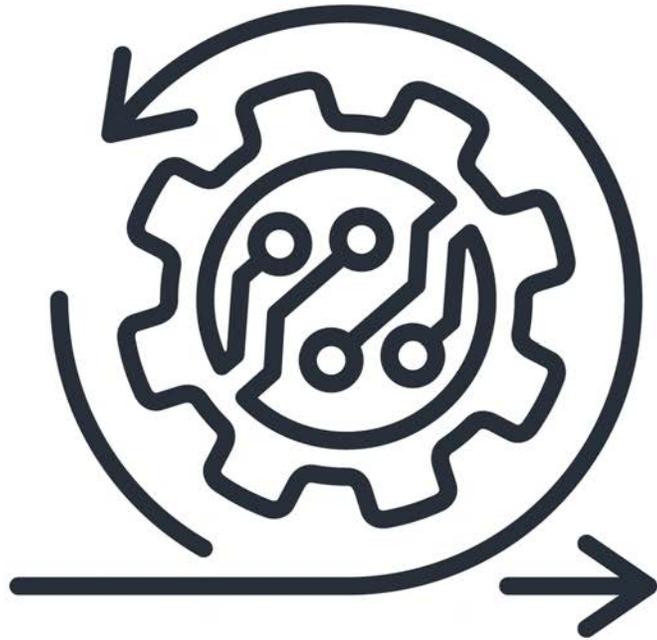
Continuous Quality Improvement: Recruiting and Retaining Youth in SRAE Programs

Nanci Coppola, D.P.M., M.S.

Public Strategies



What is Continuous Quality Improvement?



How would you describe CQI?

Continuous Quality Improvement

- Internal evaluation approach targeted to strengthen core systems by identifying and analyzing strengths and problems
- Planned approach that can transform organizations by evaluating and improving systems
- Reasoned approach for improving program outcomes
- Rapid cycle process deployed to monitor internal strategies linked to improved outcomes



Program Monitoring vs. CQI

Program Monitoring:

- Tracking performance measures
- Monitoring benchmarks

CQI goes further by focusing on:

- What you are doing
- What you will do if you are not meeting those benchmarks



Data-Driven

Requires data



Ongoing

Involves regular meetings

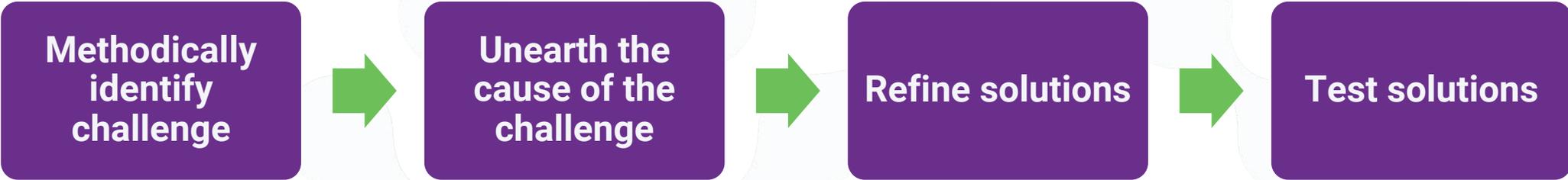


Iterative

Uses what is learned to improve



Continuous Quality Improvement in Action



Problem Framing
"The elevator is too slow."

Reframing the problem

"The wait is annoying."

Solution Finding

Solution Space
"Make the elevator faster."
• Install a new lift.
• Upgrade the motor.
• Improve the algorithm.

"Make the wait feel shorter."
• Put up mirrors.
• Play music.
• Install a hand sanitizer dispenser.



How confident do you feel using CQI to improve program recruitment and retention?

Response options:

- A. Very confident
- B. Confident
- C. Somewhat confident
- D. Not confident

PDSA Cycle

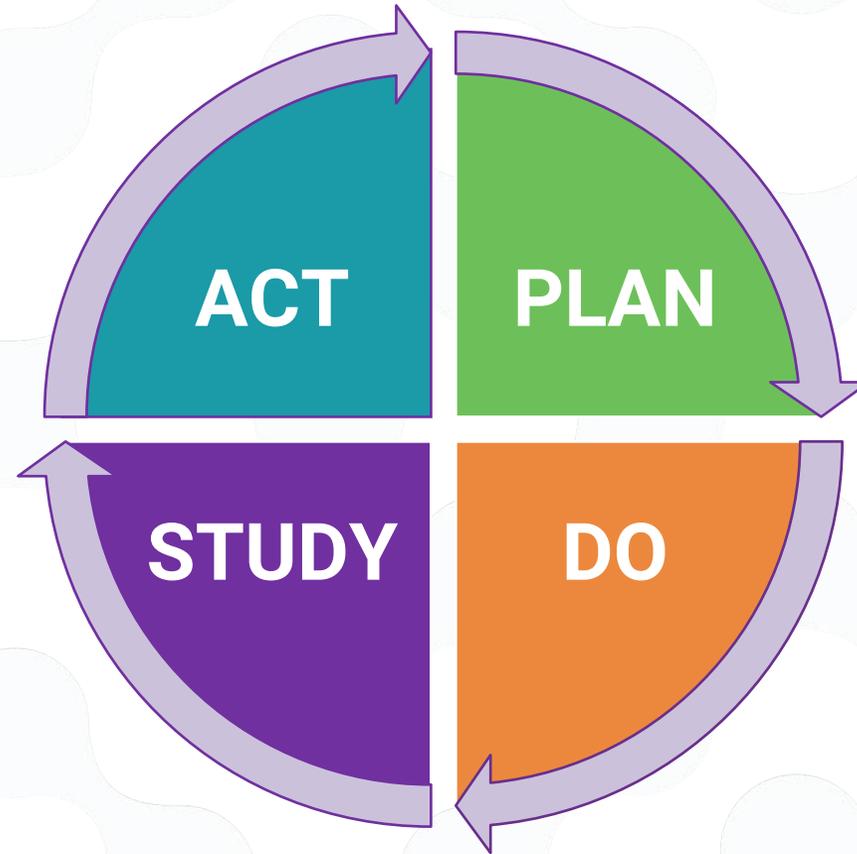
PLAN

DO

STUDY

ACT

CQI is a Continuous Cycle to Assess and Ultimately Improve Quality of Programming



W. Edwards Deming Institute. PDSA Cycle.
<https://deming.org/explore/pdsa/>

The Process:

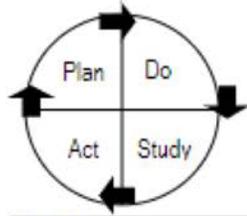
Develop

Implement

Analyze

Reflect





PDSA WORKSHEET

Full facility name:	Date of test:	Test Completion Date:
Overall organization/project AIM:		
What is the objective of the test?		

PLAN:

Briefly describe the test:

How will you know that the change is an improvement?

What driver does the change impact?

What do you predict will happen when you run this test (what do you think will improve)?

PLAN

List the tasks necessary to complete this test (what)	Person responsible (who)	When	Where
1.			
2.			
3.			
4.			
5.			
6.			

Plan for collection of data:

DO: Test the changes.

Was the cycle carried out as planned? Yes No
Record data and observations.

What did you observe that was not part of our plan?

STUDY:

Did the results match your predictions? Yes No

Compare the result of your test to your previous performance:

What did you learn?

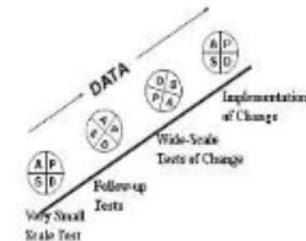
ACT: Decide to Abandon, Adapt, Adopt

Abandon: Discard this change idea and try a different one.

Adapt: Improve the change and continue testing plan. Describe what you will change in your next PDSA:

Adopt: Select changes to implement on a larger scale and develop an implementation plan and plan for sustainability

If you plan to adopt, describe plans for your next 2 - 3 PDSA cycles of follow-up tests and implementation?



Uses for Continuous Quality Improvement

A CQI process can be used to improve any aspect of your program:

- Program implementation
- Curriculum
- Fidelity
- Youth engagement
- Staff retention
- **Youth recruitment**
- **Youth retention**



Why focus on quality improvement for recruitment and retention issues?



Quality Matters



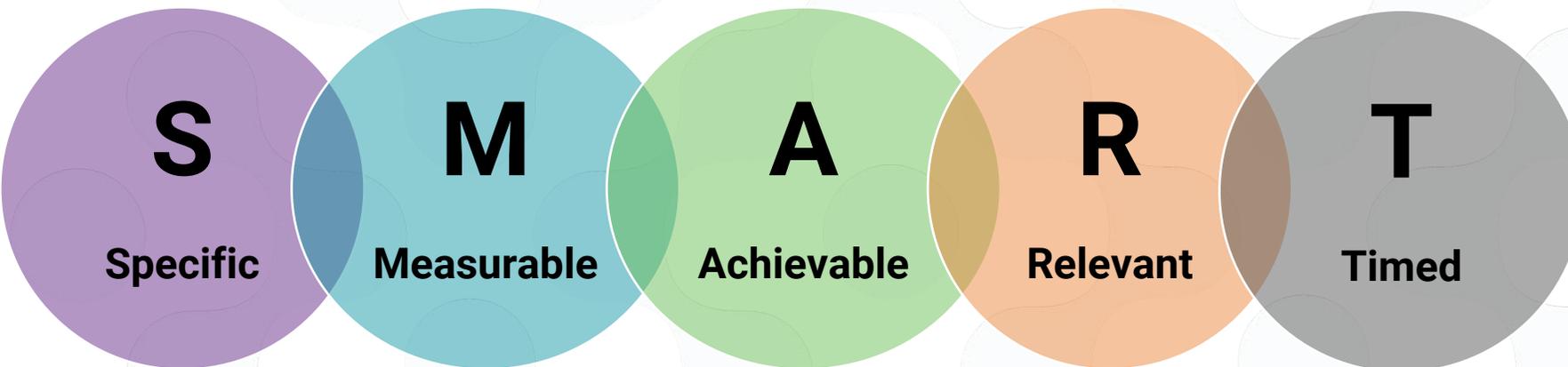
“I have a delivery for you: 1000 pens with the slogan ‘Excellence is in the Detales’ and 500 factory-second, slightly irregular coffee mugs that say ‘Quality Matters’.”

Quality Is Measurable

Problem: Although recruitment efforts have resulted in enrollment of sufficient numbers of youth to meet benchmarks, attendance consistently falls below the anticipated rate of 80% per session.

Goal: Increase attendance in youth program at Site XYZ from 60% to 70% of enrolled youth per session within 90 days.

Increase attendance in youth program at Site XYZ from 70% to 80% of enrolled youth per session within 180 days.



Doran, G. T. (1981). There's a S.M.A.R.T. Way to Write Management's Goals and Objectives. *Management Review*, 70, 35-36.



Quality Is Malleable

A CQI strategy:

- Improves program quality
- Works across different types of systems as well as challenging conditions
- Appears to be sustainable and cost-effective

malleable

adjective | MAL-ee-uh-bul

capable of being altered or controlled



CQI Tools

What the tools do:

- Identify and analyze strengths and problems
- Document processes for implementing, testing, and revising solutions

Other names for CQI Tools:

- Data-Driven Decision-Making
- Rapid Cycle Evaluation
- Plan-Do-Study-Act (PDSA)
- Learn-Innovate-Improve (LI2)

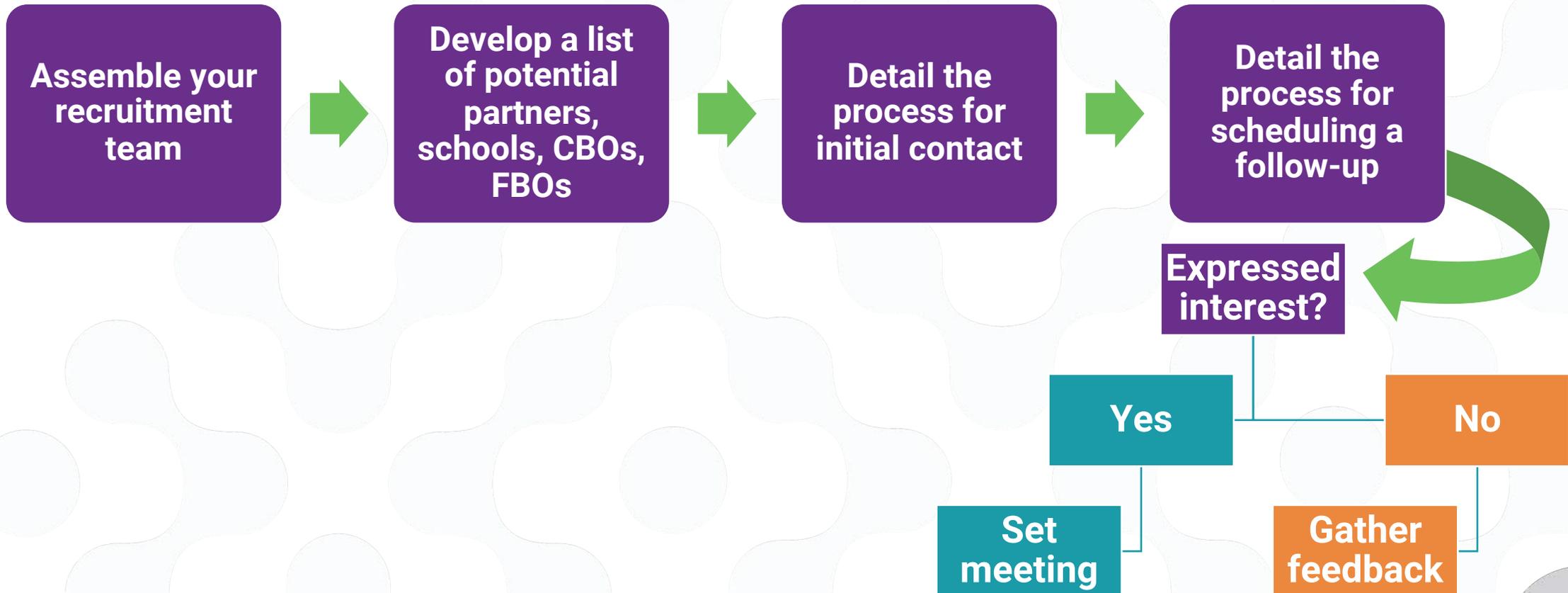


Initiating a CQI Project

Before we conceptualize a project, it is essential to:

- Understand the underlying problem in the community
- Explore the cause(s)

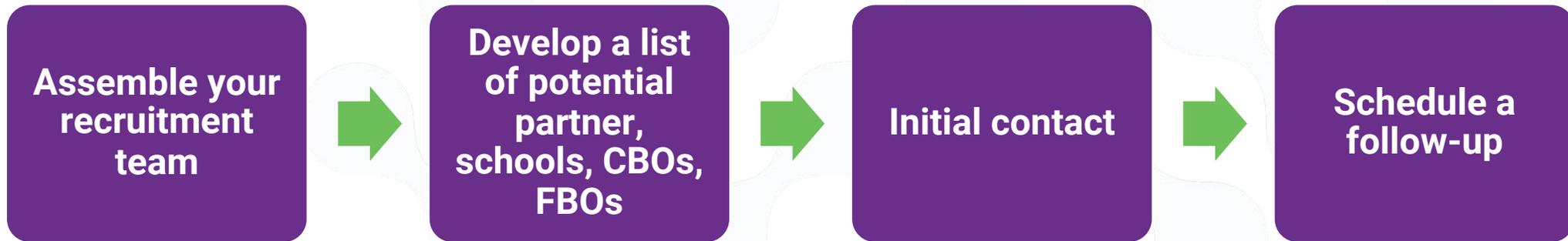
Process Map: How to Approach Your Initial Outreach



Dissecting the Process Map



Dissecting the Process Map



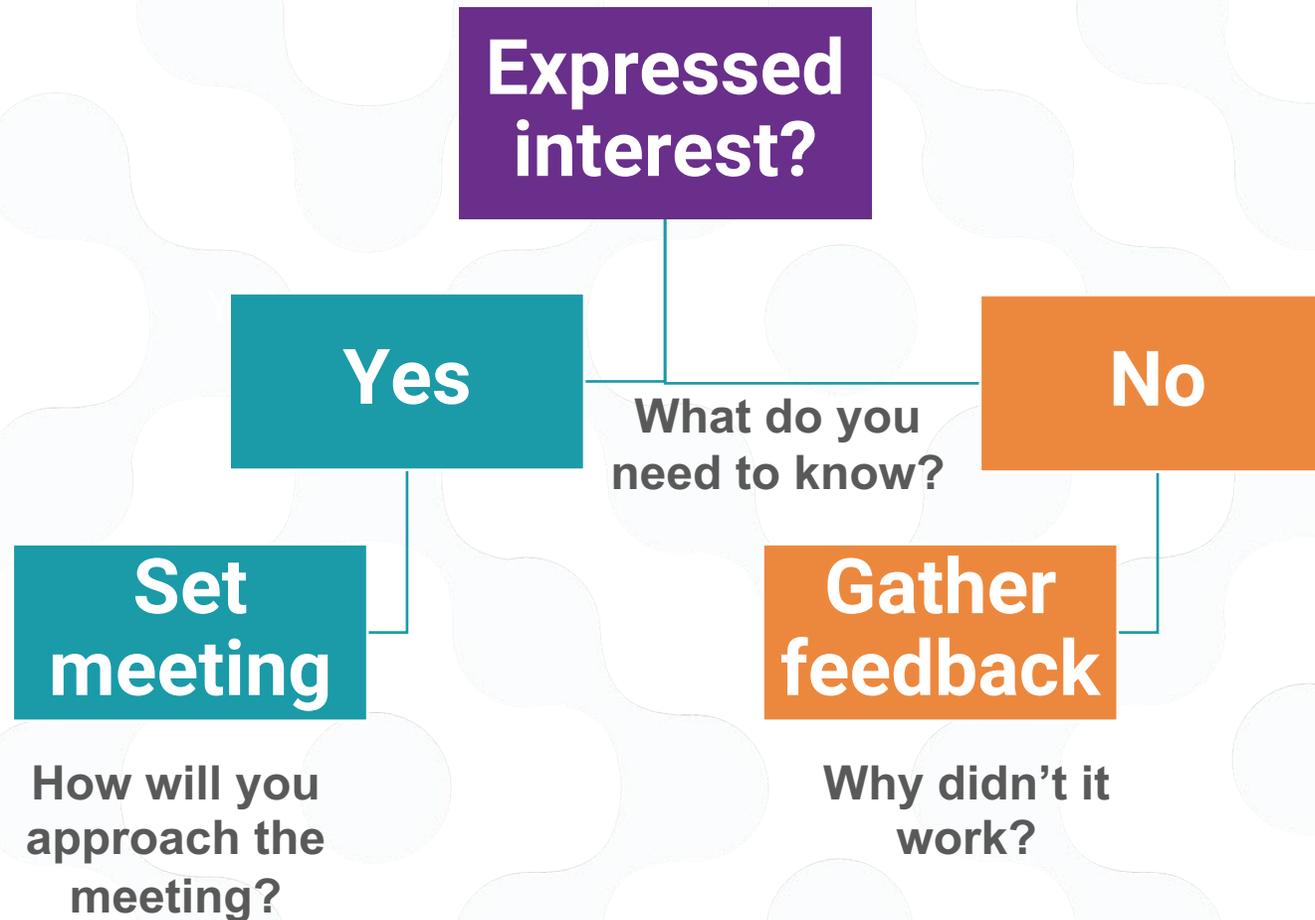
What do you need to know?
Are you focusing on ALL potential partners or just one specific group?

What do you need to know?
Do you explain how your program will help your partners better serve youth?

What do you need to know?
Have you considered other stakeholders?
Are you reaching out at the right time?



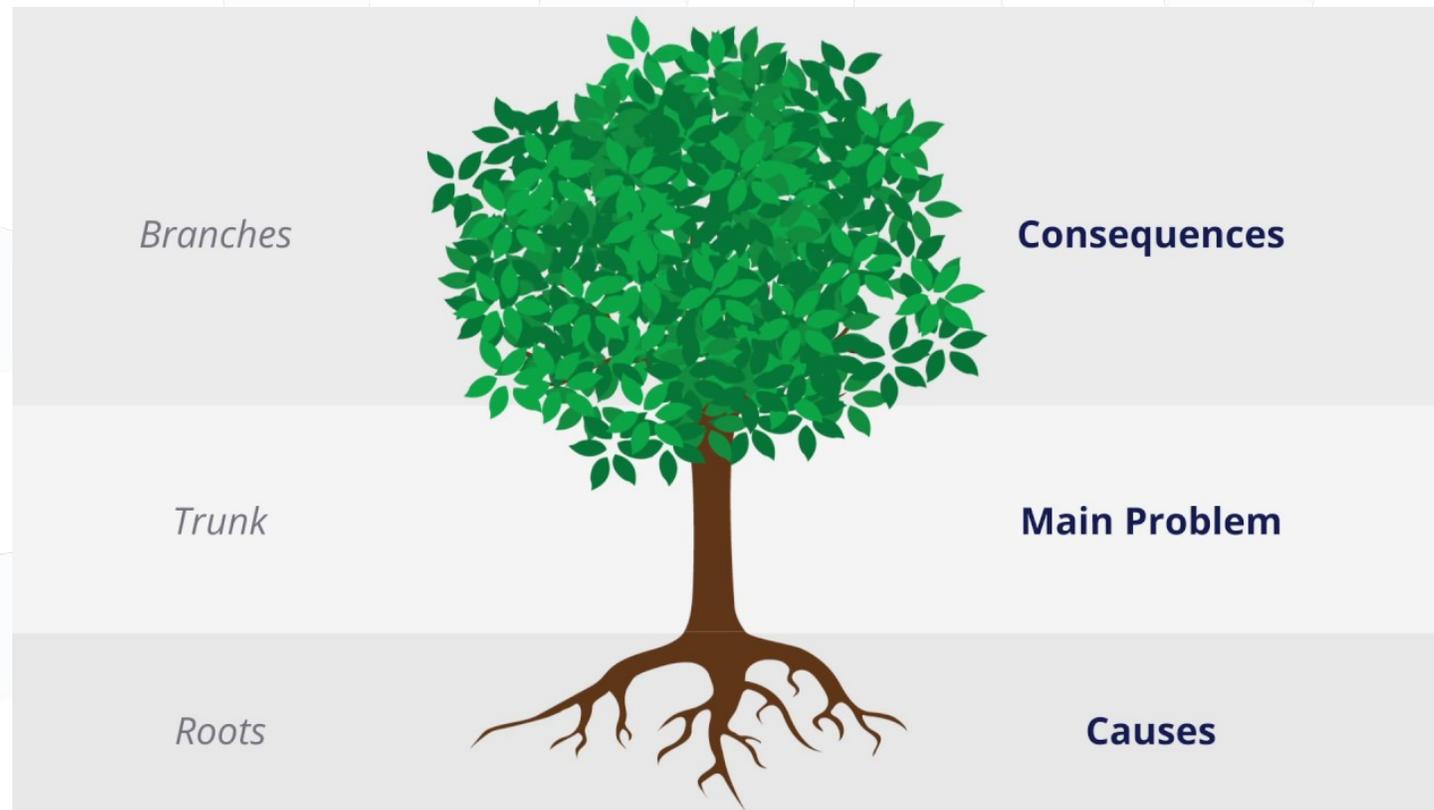
Process Map: How to Approach Your Initial Outreach



Specific CQI Tools

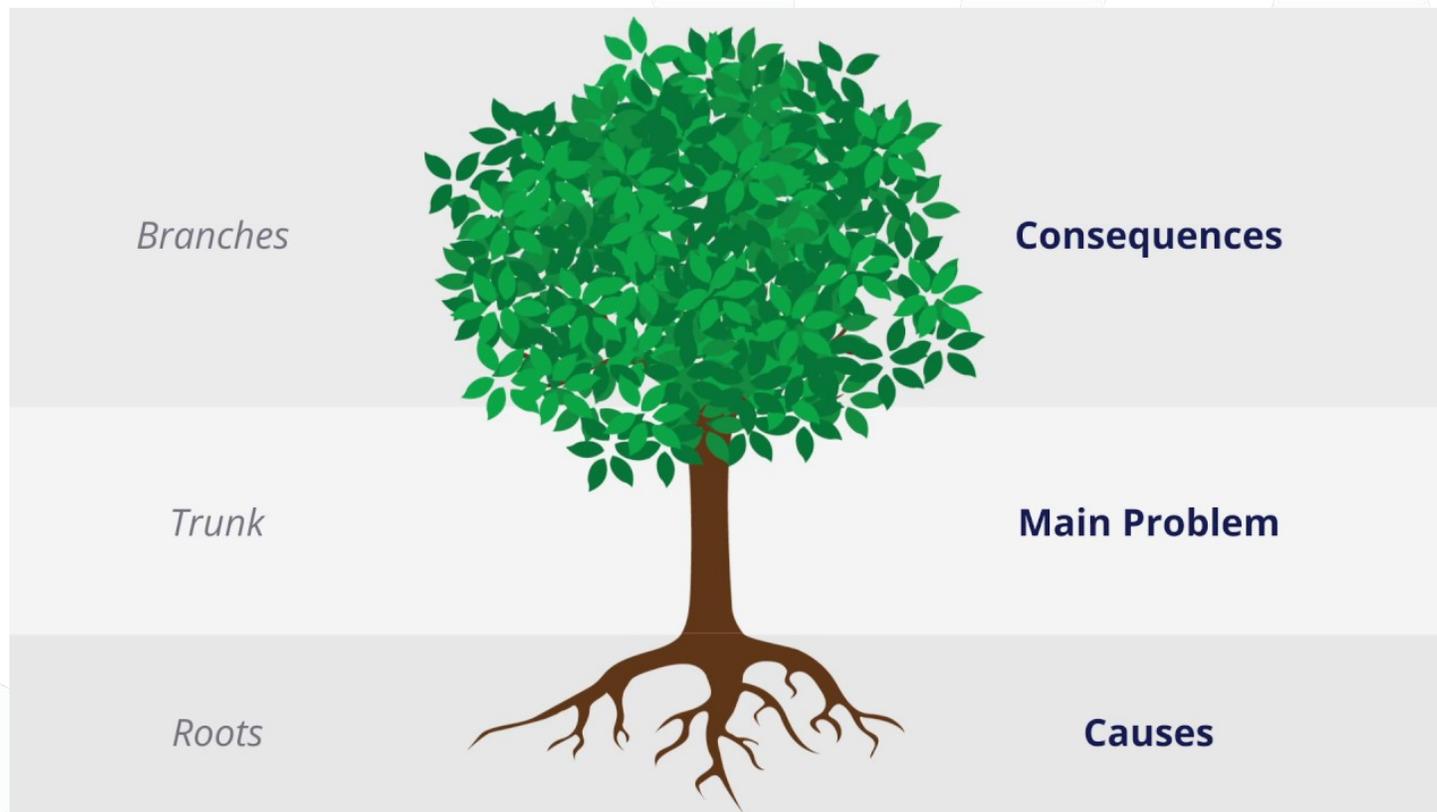
- Problem Tree Analysis
- 5 Whys
- Fishbone Diagram

Problem Tree Analysis



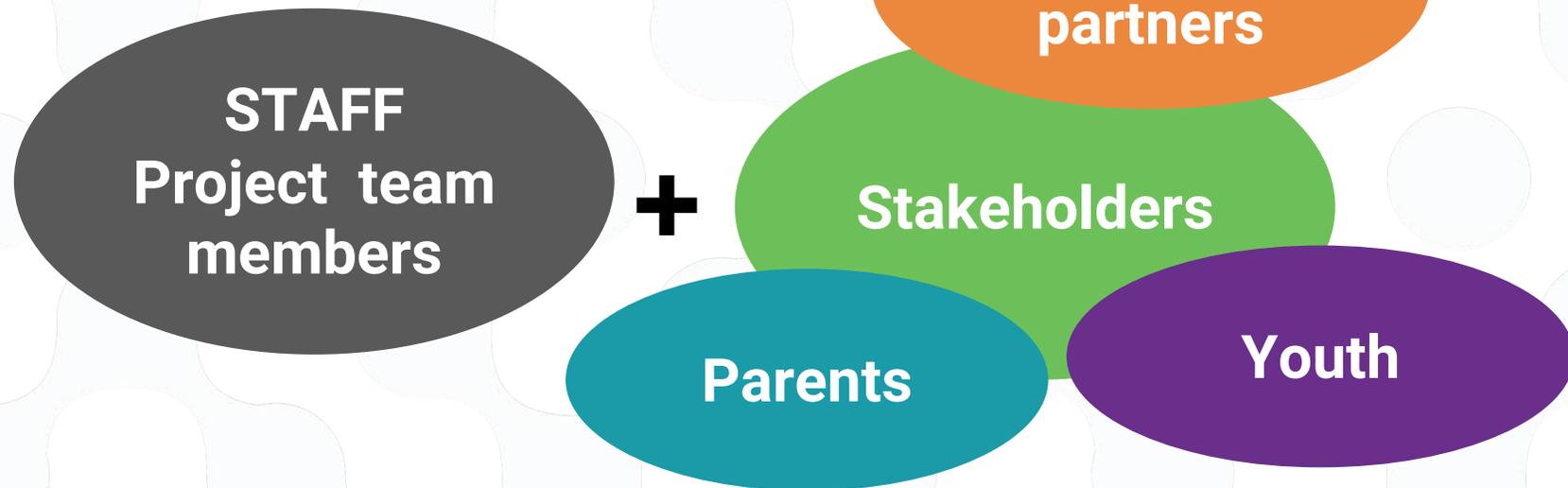
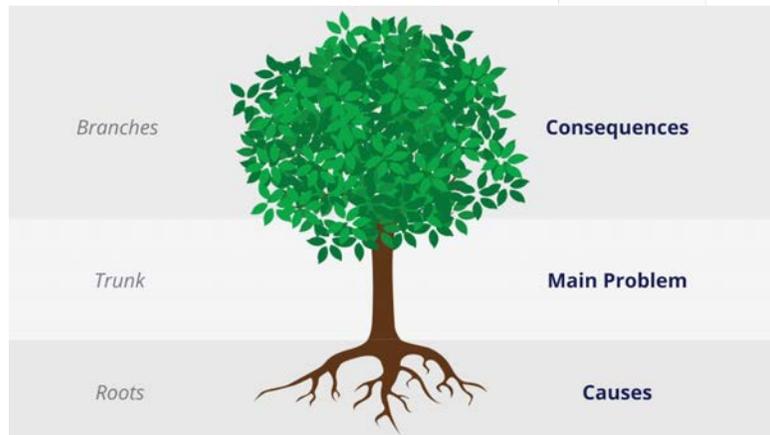
https://www.youtube.com/watch?v=-j_Y7D35H4

Problem Tree Analysis

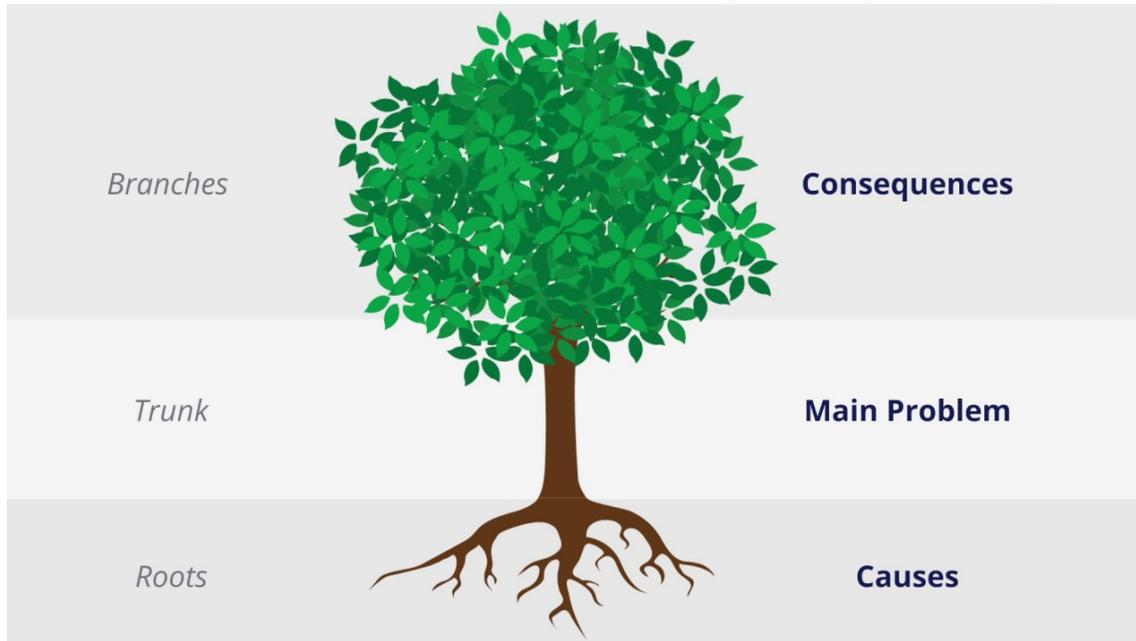


We start by identifying the problem and the need for developing a solution.

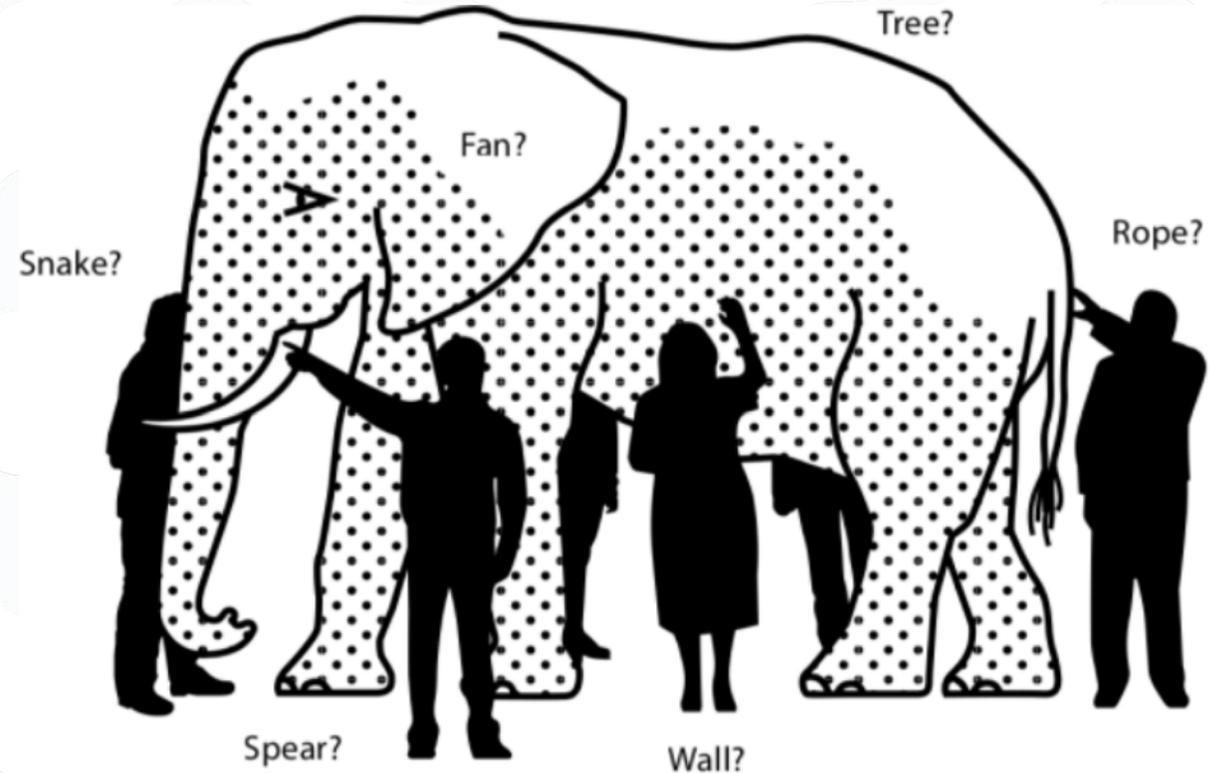
Identifying the Problem and Finding Solutions



Why we use a team approach to identifying the problem!



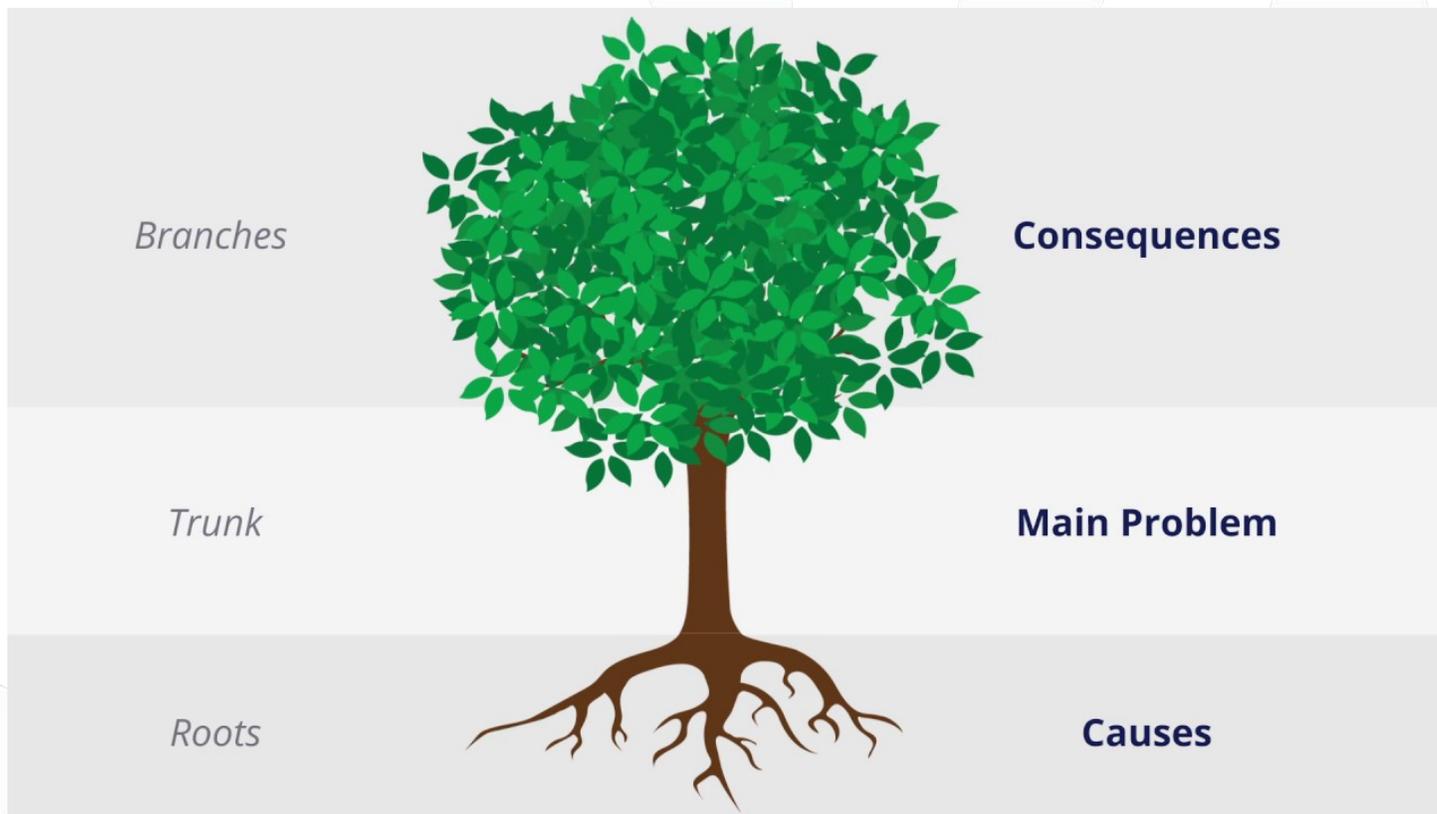
https://www.youtube.com/watch?v=j_Y7D35H4



<https://fs.blog/elephant/>

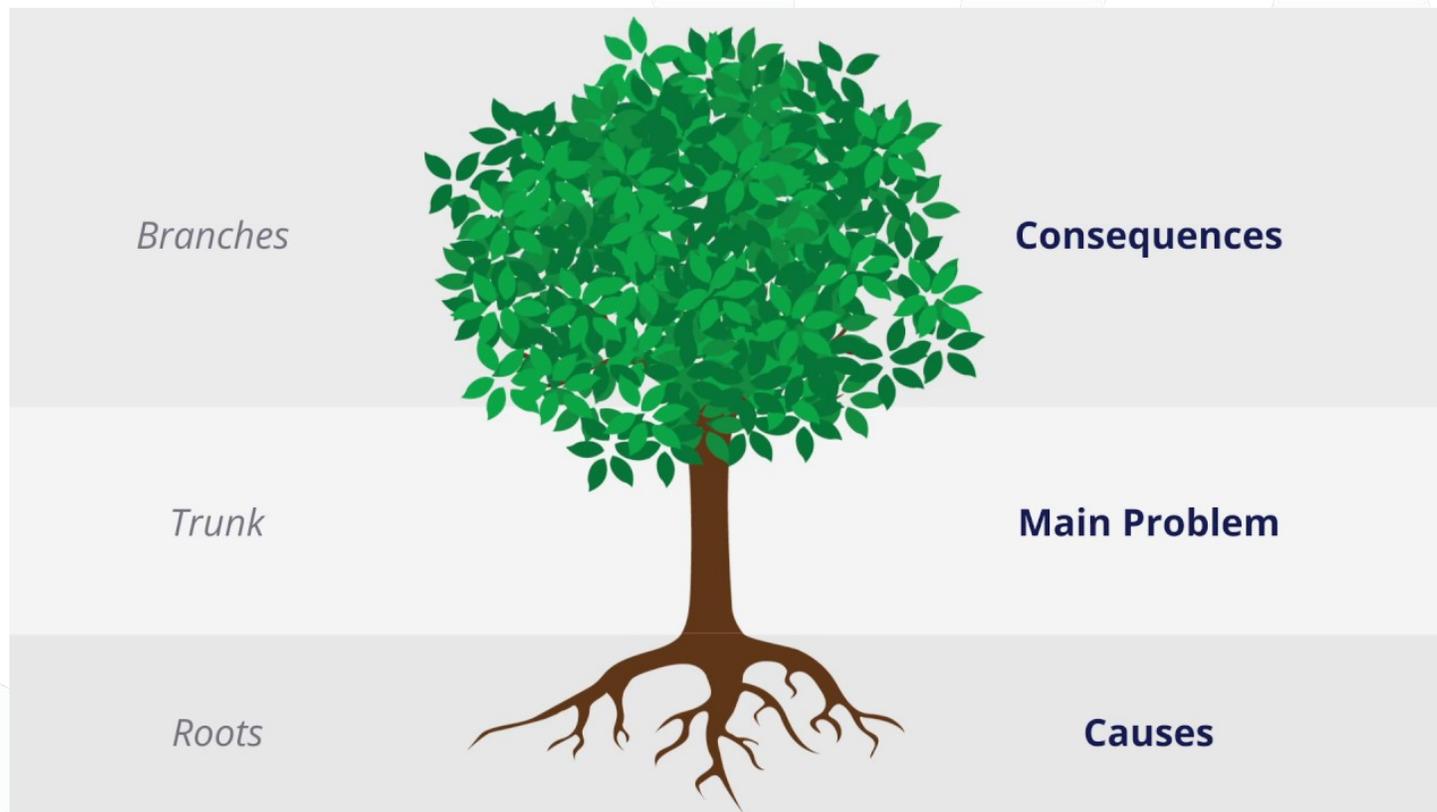
Without a team approach, we cannot see the whole picture.

Problem Tree Analysis



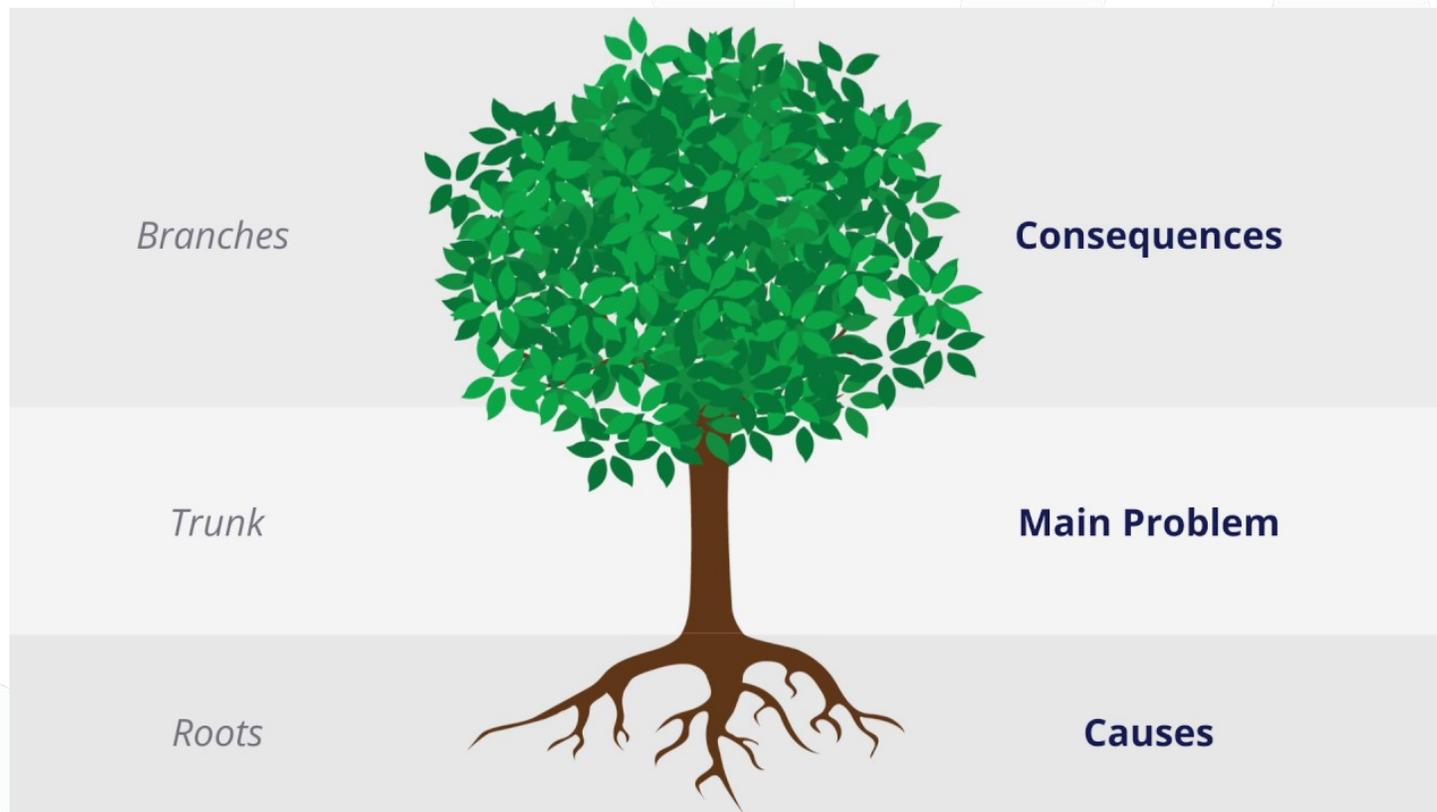
Identify the focal problem.

Problem Tree Analysis



Identify the causes.

Problem Tree Analysis



Identify the consequences of the problem and possible solutions.

5 Whys

What is the problem?

At risk of not hitting target for number of youth to be served

(1) Why did this occur?

Enrollment numbers are below what was anticipated at this point in project year

(2) Why did this occur?

Recruitment rates are falling short of projected number of youth to be served

(3) Why did this occur?

We have fewer sites than originally anticipated

(4) Why did this occur?

Two sites withdrew from programming due to change in leadership

(5) Why did this occur?

There is a lack of community awareness of and appreciation for the work that our organization does



5 Whys

What is the problem?

At risk of not hitting target for number of youth to be served

What is the solution?

Schedule staff time and resources to promote our program and the work we do within the community

(1) Why did this occur?

Enrollment numbers are below what was anticipated at this point in project year

(1) How do we do this?

Schedule focus groups with stakeholders to understand messaging that works for the community

(2) Why did this occur?

Recruitment rates are falling short of projected number of youth to be served

(2) How do we do this?

Develop a recruitment and retention plan that includes a community-wide marketing effort

(3) Why did this occur?

We have fewer sites than originally anticipated

(3) How do we do this?

Spread the word about the organization, the programs we deliver, and our positive outcomes

(4) Why did this occur?

Two sites withdrew from programming due to change in leadership

(4) How do we do this?

Build a sense of community awareness for the organization

(5) Why did this occur?

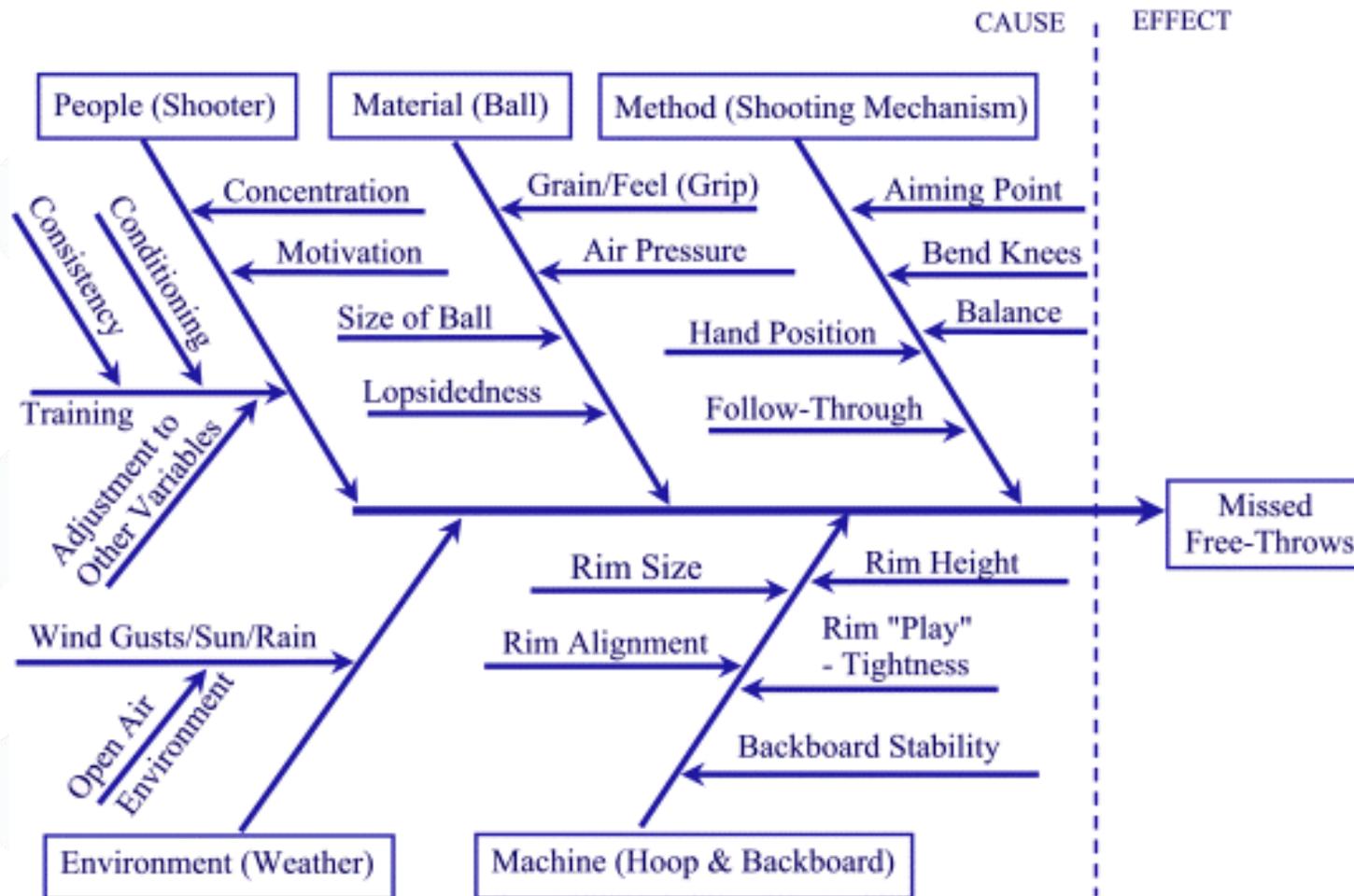
There is a lack of community awareness of and appreciation for the work that our organization does

(5) How do we do this?

Generate an appreciation for the contributions the organization makes to the well-being of the youth we serve



Cause and Effect “Fishbone” Diagram



Ishikawa, K. (1982). Guide to Quality Control. 2nd rev. English ed. Tokyo: Asian Productivity Organization.

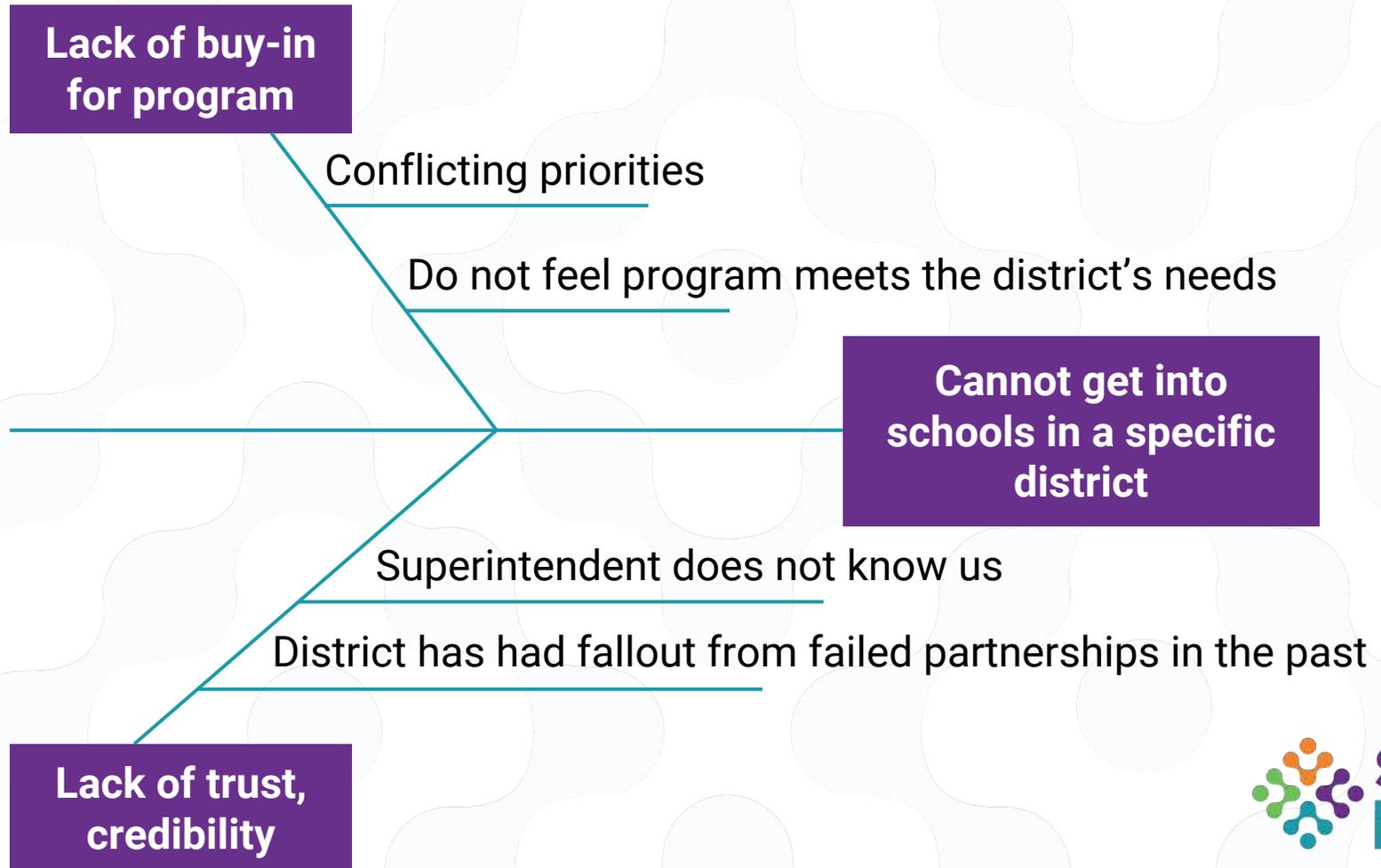


Cause and Effect “Fishbone” Diagram

1. Using a team-wide approach, agree on a problem statement (effect).
2. Brainstorm the major categories of causes of the problem.
3. Write the categories of causes as branches from the main arrow.
4. Brainstorm and log all the possible causes of the problem using the branches of the fishbone.
5. Use the 5 Whys to search for root causes.
 - Write sub-causes branching off the causes.
 - Continue to ask "Why?" and generate deeper levels of causes.
6. Leave the chart on the wall for a few days, encouraging the team to continue adding to the diagram.
7. When the group runs out of ideas, focus attention to places on the chart where ideas are few and develop a plan for building out those areas.



Recruitment Example



What Does Success Look Like

- Did we build buy-in?
- Are our strategies being implemented as intended?
- Are the process changes linked to interim outcomes?
- Are we making progress toward our target?

Best Practices for Continuous Quality Improvement

Cliff Baskerville

Vice President

Choosing the Best Publishing



Four Elements of Recruitment and Retention

Clear Vision and Expectations

- Plan – Develop
- Do – Implement
- Study – Evaluate
- Act – Refine



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- Prepared
- Relatable
- Current



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Quality

- Soundness
- Relevance
- Reflection



Four Elements of Recruitment and Retention

Clear Vision and Expectations

- Plan – Develop
- Do – Implement
- Study – Evaluate
- Act – Refine

Quality

- Soundness
- Relevance
- Reflection

Effort

- Prepared
- Relatable
- Current

Fully Engaged

- **You**
- **Students**
- **Your Program**



Four Recruitment and Retention Barriers

1. Give up on creativity

- I can't compete with other distractions (TV, music, media, lack of funding, etc.).
- It's easier to just keep doing what we've been doing.



Four Recruitment and Retention Barriers

1. Give up on creativity

2. We set our own standard

- Lack of updates (medical inaccuracy)
- Lack of relevance (pics, designs, videos, lack of engagement and inclusivity)



Four Recruitment and Retention Barriers

1. Give up on creativity
2. We set our own standard
- 3. People should just appreciate what we do**
 - No one else is doing it but me
 - This topic is not in my perceived job description



Four Recruitment and Retention Barriers

1. Give up on creativity
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3. People should just appreciate what we do
- 4. People just begin to accept barriers**
 - No pressure to provide effective and engaging material
 - Teens are not excited about your program
 - Teachers are not enthusiastic about teaching your program
 - Only goal is to fulfill state health requirements



Four Recruitment and Retention Barriers

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Best Practices for Continuous Quality Improvement

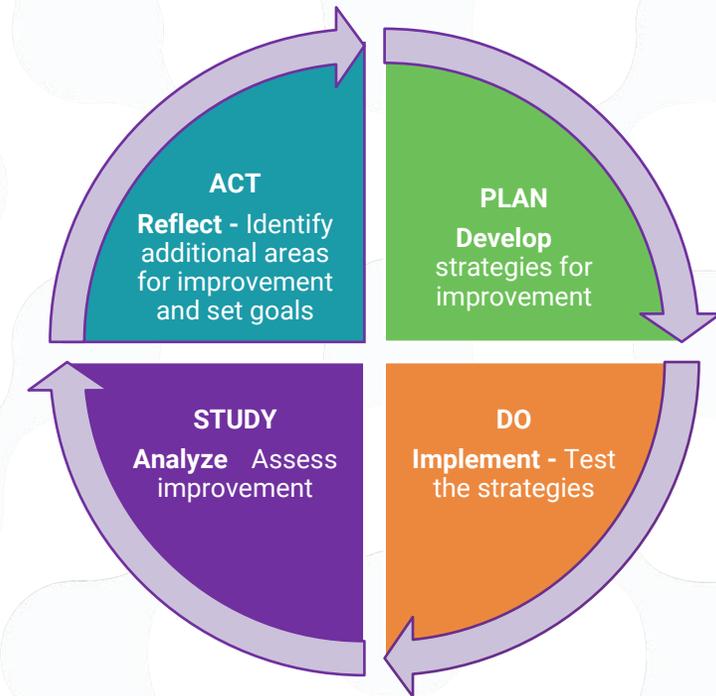
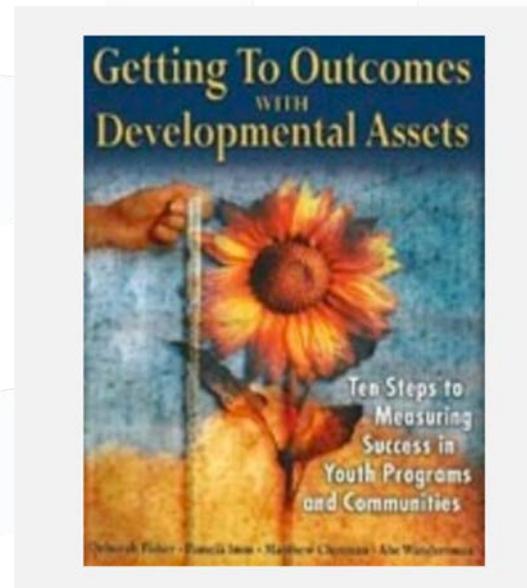
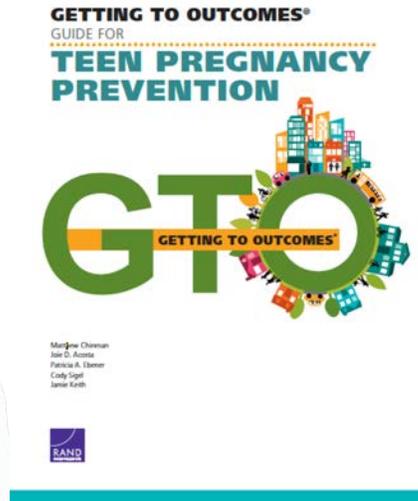
Jennifer Todd, R.N., Esq.

University of Texas Health Science Center at San Antonio
UT Teen Health



Best Practices for Using CQI in Program Design and Implementation

Start with a framework that works for you and your community.



Reference: Rand.org



Best Practices for Using CQI in Program Design and Implementation (PDSA)

PLAN - Gather your information about the program.

- Review your program design, performance measures, and know your partner's SMART goals.
- UTTH puts together folders that contain the project summary, curriculum overview, implementation template, and goals for the year.

DO - Communicate, communicate, communicate.

- Utilize email, text messaging, Zoom, and phone calls with the **programmatic strategies** including SMART goals, implementation, training, recruitment and retention, and process for CQI from the beginning.
- UTTH has an assigned Health Educator for each partner, and the health educators are responsible for the communication.
- Meet in person with administrators, teachers, and parents.



Best Practices for Using CQI in Program Design and Implementation

STUDY - Look at goals, performance measures (in real time), and observations.

- Assess performance measures as implementation is occurring, assess partner's SMART goals, review observation forms to identify areas for improvement.
- UTTH utilizes IDEAS and REDCap (both databases to review performance measures, including observations in real time) during observations to identify any programmatic adjustments.

ACT - Communicate, communicate, communicate.

- Review the identified areas for improvement and meet with your partner to communicate the findings.
- UTTH will work with both facilitators (if regarding observation data) and administrators to review areas for improvement and let partners know where they are in reaching their goals.
- Twice per year we provide a performance measure summary that includes their goal, the actual number of youth reached, retention, and the facilitator observation and fidelity score.



Examples of CQI Strengths and Challenges for Recruiting and Retaining Youth

Strengths

- Real-time check-ins
- Missing data reports
- Targeted areas of improvement

Challenges

- Lack of staff proficient in producing CQI reports
- Lack of CQI tools to assess attendance
- Facilitators do not complete attendance logs



Examples of the Roles Staff Members Play in the CQI Process

It takes an entire team to ensure CQI, but it starts with strong leadership!

- Evaluator
- Biostatistician
- Health educator



QUESTIONS?



Resources

[Youth Program Quality Assessment.](#) David P. Weikart Center for Youth Program Quality.

[Youth Program Quality Monitoring Tool.](#) Policy Studies Associates.

[Learning About Quality. 5 Whys.](#)

[PDSA Worksheet](#)



References

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70, 35-36.

Ishikawa, K. (1982). Guide to quality control. 2nd rev. English ed. Tokyo: Asian Productivity Organization.

SAS Institute Inc. (2015). SAS/QC® 14.1 User's Guide. Cary, NC: SAS Institute Inc.

Serrat, O. (2017). The five whys technique. In Knowledge Solutions. Springer, Singapore.
https://doi.org/10.1007/978-981-10-0983-9_32

The W. Edwards Deming Institute. PDSA Cycle. <https://deming.org/explore/pdsa/>



Continued Learning

Watch for the release of a tip sheet to extend your learning on innovative strategies for recruiting and retaining youth in SRAE programming.

Additionally, there will be a Cluster Call on September 1, 2021 to facilitate conversation among SRAE grantees on practical strategies, challenges, and questions related to this topic.

The Exchange

- Resources
- Comment Wall
- Events Calendar
- Training Opportunities
- Technical Assistance
 - Contact your Federal Project Officer to request TA.



Contact

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SRAETTA

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ADMINISTRATION FOR
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